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ABSTRACT

A bilingual handbook for parents of Japanese children in California public schools is presented that emphasizes the important partnership between home and school. In a question-answer format, the handbook covers the following topics: (1) enrollment and attendance, general information, transportation; (2) basic school program, curriculum; (3) grades, promotions, testing; (4) bilingual education, including a description of the "Home Language Survey"; (5) additional education programs and services such as advanced placement, alternative education, vocational education, adult education, and state subsidies; (6) parental involvement in the schools; and (7) structure of the public school system. (LB)

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語学能力限定子弟の父兄のための

カリフォルニア州教育手引き書

A Handbook on California Education for Language Minority Parents—Japanese/English Edition

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カリフォルニア州教育局

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Sacramento, 1989

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語学能力限定子弟の父兄のための

カリフォルニア州教育
手引き書

A Handbook on California Education for Language Minority Parents (Japanese/English Version)

カリフォルニア州教育局

二か国語教育部の指示により作成

Prepared under the direction of the Bilingual Education Office California State Department of Education

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承認

カリフォルニア州教育局は、この手引書を完成させるため　多くの人々が寄与したことを認めています。

・この手引書作成委員会は、ロバート・ベネット、ジーン・ブラッドフォード、リチャード・デイアス、ドナルド・グラインズ、マーセレット・ヘンリー、エドワード・オマーレイ、ドロレス・パーズ、ポール・プローマン、ダニエル・リーソン、トーマス・ロイバル、グレン・トーマス、エレナ・ウォング、アレキサンダー・イエイ、の諸氏によって構成されています。委員会のメンバーは、手引書の必要性を確認し、原稿作成に当たり、効果的な機能を組織し、その指導準備にあたりました。

・トーランス統一学校区、タイトルⅦディレクターのクララ・パーク博士と、この手引書の日本語訳に携わったスタッフ、ジョージ・オカモト氏、ノブエ・イセリ氏に特別に感謝します。

・日本語訳をより正確にする為に協力して下さった、デイビス統一学校区のトモエ・カルナイ氏に謝辞を表します。

緒言

カリフォルニアの公立学校は、豊かな教育の機会を子弟に与えています。この手引書によって、諸氏は、学校を理解し、入学の良き手引きとすることができます。そして、この教育の機会均等性を全幅に利用してください。

その上、カリフォルニアの人々は、今、公立学校に再び活力を与え、理解しやすい学校にしようと努力しています。適切な教育手段と資料を用いて、優れた学校にしようとしている先生方を配置しています。全州にわたって協力し、教課程の改善、優れた教師の誘引、好調の再訓練、試験法、教科書の改善を行い、父母、業界リーダー、地域社会等が、学校改革に参画されるように努力しています。

学校と家庭との相互関係は、この努力における重要な因子です。私達は、子弟のため、学校と家庭における種々の事柄を統合し、各人の力を出し合って教育の真価を高めていく考えです。父兄、教師、学校管理者が、共に責任を分かち合って、生徒により良い教育を施さなければなりません。

この手引書によって、父兄諸氏が教育に熱心になっていただけたら幸いです。学校の優秀なプログラムと、父兄の支援は、生徒の成績向上に大いに寄与します。州の教育局としては、父兄諸氏が、公立学校教育に、多大なる関心を示してくださることを望んで止みません。

学校と家庭との協力は、優秀な学校プログラム作成と効果的な学習を生徒に約束するものです。

州教育局長

序文

１９８３－８４の学校年間に、カリフォルニアにおいて、９０万の生徒が英語以外の言語を使っていることが報告されています。この内４８万７千人が英語能力限定児です。この手引書は、新入国の英語能力限定児の父兄のためのものです。カリフォルニア公立学校が提供している教育の機会を、最高に利用するために作られたものです。

英語能力限定児にとって特に重要なことは、生徒がカリフォルニアの教育組織や、教育の機会を周知している両親を持っていることです。子弟の必要に応じられる知識を持ち合わせている基本的な教育者は両親です。しかし、それは忘れられがちです。それは、新しい教育環境に慣れていないからです。この手引書が、そうした父兄の助けになれば幸いです。　生徒の入学、公立学校のプログラム、教科目、卒業条件、二か国語教育、父兄会、交通機関、年間教育、子供の発育発展状況、その他の事項が手引書に含まれ、これらは必ず子供の教育を支えていく上で役立つものと信じます。同時に放校、退学、問題児等を助け教育するような施設、職業教育、仕事の経験による教育、成人学校のような種々のプログラムについての事項も示されています。これらは、単に英語能力限定児に限らず、その父兄が学習の機会を求める時に大いに役立つものです。我々は、この手引書をさらに発展させ、皆様に利用して頂けるように努力していきたいと思っています。この手引書が、英語能力限定児の教育の改良に役立つものと信じています。

ジェームス・スミス
教科目指導支局次長

ラミロ・レイエス
教育種目支援
プログラム局長

レオ・ロペス
二か国語教育部長

概要

この手引書は、カリフォルニアに居住する、英語の未熟な生徒の父兄を支援するために、作成されたものです。この手引書は、子弟の学習を補佐するために、カリフォルニア州教育局が作った、技術的補助の一部です。子弟にとって、父兄は、教師でもあるので、子弟の疑問に答えられるようでなければなりません。

この手引書は、教育システムや、入学手続き、特に、幼稚園から１２年生のいずれかに入学される生徒に関する手続きについての、基礎的事項を網羅しています。カリフォルニア・アセスメント・テスト（カリフォルニア査定試験）や、高校の熟練度試験のような種々の試験についても、説明してあります。又、二か国語教育部や英語が未熟な生徒のためのサービスも含まれています。アメリカの学校に行ったことのない父兄に、アメリカの教育システムについての理解を深めて頂くために、職業教育、社会人教育、中途退学者の為の教育についても、色々と説明してあります。いままで、教師や学校と密接な関係のなかった父兄も、どしどし学校活動に参画していただけるように、種々の説明がなされています。

しかし、学校区によって異なった運営がなされているので、詳しいことは、その学校の教師、カウンセラー、校長、地域の教育関係者に問い合わせてください。

１．０　入学、出席、一般事項、交通機関

１．１　いつ入学させればいいですか。
子供が６歳になったら、小学校に入学させます。（９月までに、５歳９か月に達していれば、入学できます。）新入国の、学齢に達している子供は、アメリカについたら、直ぐに入学させなければなりません。７月に始まる、一年中学期のある学校以外は、９月の初日に登録します。通常、学校は９月から翌年の６月までです。

１．２　子供を近くの学校に通わせることはできますか。
原則的には可能ですが、学校区によっては、過剰人学の回避、人種の平衡保持、特殊教育の実践などのため、遠方の学校に通学させなければならないこともあります。自分の学校区が、バス通学をさせている時、子供を近くの学校に残したいと申し出ることができます。

１．３　子供の学年は、どのようにして決められますか。
基本的には、年齢と学校経験に基づいて決められます。９月までに４歳９か月に達した子供は、幼稚園に入園できます。６歳に達した子供は、小学校に入学します。６歳以上の子供は、校長の判断で、１年から１２年までの適当な学年に編入します。

１．４　外国での学業成績は、アメリカで認められますか。
小学生の場合は、どんなプログラムがその子供に適しているか決める時、参考にされます。高校生の場合は、今までの成績に準じた学年に編入されます。

１．５　学校給食は、どうなっていますか。
昼食は家から持参しても、学校で買っても良いことになっています。殆どの学校には、キャフェテリアがあり、そこで、栄養のバランスのとれた昼食が安く買えます。特殊な経済事情の家庭の生徒は、学校に相談し、資格があると認められれば無料、または、少額で昼食のサービスを受けることができます。カリフォルニアでは、法規により、学校は、毎日栄養のある昼食を低所得家庭に提供しています。学校によっては、資格者には、朝食も無料、または少額で提供しています。

１．６　学校の費用は、どのくらいかかりますか。
公立学校の入学費用は無料です。教科書は、無料で貸し出されます。制服はありません。しかし、特に高校のいくつかのクラスでは、実費を請求されることもあります。通常、昼食代は支払わなければなりません。

１．７　子供が欠席した時は、どうすればよいでしょう。
先ず、学校に電話し、欠席の理由を知らせます。子供が出席する日に、欠席届に父兄が署名し、子供に持たせます。欠席届けには、欠席した日付、日数と理由を書いてください。

１．８　子供は、スクール・バス通学ができますか。
どの学校でも、スクール・バスを出しているのではありません。スクール・バスのある学校区でも、子供が徒歩通学できない所に住んでいる場合に限られています。詳細は学校に問い合わせるか、新入生指導の会合にご出席ください。

１．９　もし、子供がバスに乗り遅れたらどうすればいいですか。
子供の安全を図るため、前もって打ち合わせておかなければなりません。また、子供にも、どうすればよいかを、しっかり教えておかなければなりません。

１．１０　特殊教育を受ける資格がある子供で、バスが利用できない時は、どうすればいいですか。
子供にその資格がある時は、個人教育計画書にどんな乗り物があるか記載されているので御覧ください。詳細は、学校に問い合わせてください。

１．１１　子供がバスに乗っている時、安全を図るため何をすればいいですか。
子供は、バスの中での規則を知っていなければなりません。子供が、運転手の言う事が解らない時は、父兄が規則を説明してやり、それに従わせなければなりません。運転手は、子供の安全をいつも心掛けていますが、それには子供の協力が必要です。

１．１２　学校区は、バスの費用を請求しますか。
はい、請求します。学校に問い合わせてください。身体障害児や、低所得者子弟は、無料、の場合もあります。その資格があるかは、学校区が決定します。

２．０　基礎的な綱領と教科課程

２．１　短縮授業日(ミニマム・デイ）とは何ですか。
ミニマム・デイとは、短縮授業日のことで、生徒はいつもより早く下校します。後は、先生方の会議やその他学校の事務が行われます。ミニマム・デイは、前もって知らされます。

２．２　小学校（Ｋ－６）には、どんな科目がありますか。
基本的には、英語（聞き方、話し方、読み方、書き方を含む）、算数、社会、理科、体育ですが、音楽、美術もあり、これらのうち幾つかを、二か国語で教える学校もあります。

２．３　高校には、どんな科目がありますか。
学校によって違うので、問い合わせてください。科目には、代数、英語、タイプ、世界史、体育、生物、外国語、芸術、家政、工業芸術、職業教育などがあります。この内のいくつかは必須科目ですが、他は生徒が選択できます。詳細は各学校に問い合わせてください。

２．４　高校では、どんな科目を取らなければなりませんか。
１）下記の科目は必須です。各科目は一年間ずつです。
ａ．英語三課程
ｂ．数学二課程
ｃ．生物、物理を含んだ科学三課程
ｄ．社会（米国史と地理、世界史、文化、地理、米国政府、公民、経済）三課程
ｅ．芸術または外国語一課程
ｆ．体育二課程（特別の許可のある場合を除く）
２）学校地区の指定した他の科目
学年の始めに計画をたて、必須科目を総て完了できるようにする事が大切です。
詳細は学校に問い合わせてください。

２．５　独立した学習とは何ですか。
これは学校以外の場所で教室での学習と同等の科目を学ぶもので、幼稚園から１２年生までであります。独立学習は、家庭または他の学習に適した場所での勉学が許されます。独立学習は、学校区の権限によって決定されます。

２．６　他にどんなプログラムがありますか。
連邦および州政府は、特別に必要と認めた生徒には、他のプログラムも用意しています。例えば、英語力の充分でない生徒に対するプログラム等ですが、どの地区でも特別なプログラムが組まれているわけではありません。

３．０　成績、進学、試験

３．１　小学生の成績表には、何が書かれていますか。
地区により、Ａ．Ｂ．Ｃ．Ｄ．Ｆ．Ｉを使う所と、Ｅ．Ｇ．Ｓ．Ｎ．Ｕ又はＳ．Ｕ．Ｎの所がありますが内容は同じで、成績表の中にその説明がなされています。小学校では普通、英語（聞き方、話し方、読み方、書き方、文法、綴り）、算数、社会、自然科学、体育、音楽、美術の成績がついています。その他、出席日数、操行、教師や父兄の意見を聞く欄もあります。

３．２　高校の成績表には、何が書かれていますか。
通常、各教科の科目名、生徒及び教師名、点数、操行点、教師や父兄の意見、出席日数等が書かれています。

３．３　成績表の文字は、何を意味していますか。
ＡとＥ＝優、ＢとＧ＝良、ＣとＳ＝可、ＤとＮ＝要改善、Ｆ＝不合格、Ｉ＝不完了、Ｕ＝不可

３．４　操行成績とは何ですか。
これは行儀のことで、生徒の礼儀、責任感、従順、公平、社交性等について教師の観察を基にしたものです。

３．５　学習態度
これは、教師が生徒の創造力、正確さ、完成速度、手際等を判断して点を付けます。

３．６　子供が成績表を持って帰ったら、どうすればいいですか。
教師の意見と点数をよく見てサインをし、子供に持たせて学校に返します。子供の成績について教師から面談を求められる事があります。成績表に父兄の意見を書く事もできます。

３．７　成績表は何回出されますか。
一年に四回です。

３．８　進級に必要な条件は何ですか。
小学校では、生徒の進捗状態に基づいて教師が決定します。留年する場合は父兄に相談があります。高校では、単位の取得と試験の成績によって決められます。詳細は学校に問い合わせてください。

３．９　留年はどうやって決められますか。
学校としては、全生徒が進級することを希望しています。生徒の学習に困難があれば、教師が補助します。しかし、生徒に充分な力がない時は、留年する事もあります。生徒のためには、どうするのが最良の方法かを、父兄と相談することがあります。

３．１０　生徒の習熟度に関する規程はどんなものですか。
カリフォルニアの公立学校の生徒は、四年生から六年生までに一回と、１０年生と１１年生の時に一回、各地区によって作成された試験（英語の読解、作文、計算）を施行するように規程されています。

３．１１　高校卒業に習熟度に関する法規はどのように関係してきますか。
高校卒業証書を得るには、その地区で決められた高校の必須課程を終了し、習熟度試験にも合格しなければなりません。

３．１２　高校の習熟度試験とは、何ですか。
各学校区は、高校卒業資格を与えるための、習熟度の標準を設定しなければなりません。この標準には、英語の読み書きと数学が含まれます。各地区は生徒がこの標準に達っしているかどうかを査定するための試験を設定しなければなりません。

３．１３　誰がこの習熟度の試験を受けるのですか。
卒業するためには、全高校生が受けなければなりません。

３．１４　この試験は、何回受けられますか。
高校により、試験の日は違いますが、合格するまで何度でも受けられます。

３．１５　英語以外の母国語で、この試験を受けられますか。
この試験は、英語で受けなければなりません。試験期間中に母国語の使用は、許可されることもありますが、最終的には、試験は英語で受けなければなりません。

３．１６　習熟度試験を受ける英語能力限定子弟には、特別なプログラムがありますか。
学校は二か国語教育を行い、英語能力限定子弟がこの試験に合格するよう準備します。

３．１７　生徒が習熟度試験に不合格の時、父兄は知らせを受けますか。
不合格の時は書面で通知され、学校が父兄に今後のことを相談します。

３．１８　必須課程は完了したが、この試験に合格しなかった場合どうすればいいですか。
合格するまで、試験を受けます。多くの学校では、補修授業をして合格を助けています。

３．１９　必須課程が未終了か、試験に不合格の時にも、卒業証書又は、それに準じたものを取得することは、可能ですか。
必須課程未終了の時は、引き続き必要な課程を受講できます。また、１６歳以上なら、カリフォルニア高校学力テストが受けられます。これは、年三回、１００以上の地域で行われるもので、これに合格すれば卒業証書と同等の証明書がもらえます。又、１８歳以上であれば、総合学力テストを受けてこれに合格すれば、同種の証明書がもらえます。これは、２５０か所で一年中受けられます。

３．２０　ＣＡＰ（カリフォルニア査定プログラム）とは、何ですか。
ＣＡＰは、年一度小学校から高校までの生徒の学力を査定するもので、三・六・八・十二年生に対し、年一度３０分の査定をします。英語の読み書きと数学の学力を全州にわたって調査するためのもので、カリフォルニア全域で同一のテストが行われます。

３．２１　ＣＡＰで、どんなことが解りますか。
下記に関する情報が得られます。
・英語の読み書きと数学の全体的な学校のレベル
・基礎的学習法の長所や短所に関する詳細
・数年間にわたる点数の動向
・カリフォルニア内の特定の、または総ての学校との比較
・読み書きと数学に対する生徒の取り組方
・女生徒対男生徒、新入生対在校生のような二つのグループの比較
・テレビ、宿題、読書等についての定期的報告

３．２２　ＣＡＰに関する情報は、どこで入手できますか。
学校や学校区の事務所は、三・六・八・十二年生の報告書を保管しています。

３．２３　最新の試験結果は、いつ解りますか。
前年度の結果は、学校又は学校区事務所に行けば、１１月に解ります。試験結果は、年一回、各地区と州の教育委員会に提出されます。

３．２４　高校卒業証書なしに大学に入学できますか。
できます。高校の卒業証書またはそれと同等の証明書のある者、または１８歳以上て高校卒業程度の学力があると認められた者は、カリフォルニアの短期大学への入学が認められます。入学希望者は、各大学の事務所で相談してください。

３．２５　カリフォルニア州立大学の入学資格は何ですか。
州立大学の生徒は、全高校卒業者の上位三分の一の中から選ばれます。入学するためには普通、体育、軍事科学以外の教科の平均点が、２．０以上なければなりません。ＳＡＴ（教育適性検査）かＡＣＴ（大学入学試験）のいずれかの得点が高く、学科の平均点が、２．０から３．２ある生徒は、入学が可能です。１９８４年より、新入生は、大学基礎英語を８学期間、又大学基礎数学を４学期間取らなければなりません。

３．２６　カリフォルニア大学の入学資格は、何ですか。
カリフォルニア大学の新入生は、カリフォルニア内の高校卒業生の内の、上位八分の一から選ばれます。入学資格を得るためには何が必要か、大学で申請書類をもらって検討してください。

３．２７　大学での経済援助にはどんなものがありますか。
グラント（返済義務はない。）をはじめ、ローン、パート・タイムの仕事など色々あります。詳細は、各大学の事務所に問い合わせてください。高校生の場合は、カウンセラーに相談してください。州または連邦政府の援助を申請する時は、“Student Aid Application for California” という書類を学校または California Student Aid Commission, 1401 5th St., Sacramento,CA 95814 で入手してください。

４．０　二か国語教育

４．１　母国語調査とは、何ですか。
家庭で使っている言葉を知るために、入学時に母国語調査票を配布します。これはカリフォルニア全域で行われるもので、下記の質問の答えが英語以外の時は、生徒は英語を話さない子弟と判断されます。

a. 初めて話した言葉は、何語ですか
b. 子供は、家庭で主に何語で話しますか。
c. 父兄は、家庭で子供に主に何語で話しますか。
d. 家庭で大人同志で話す時、主に何語を使いますか。

４．２　どのようにして、子供の言語能力を判断しますか。
母国語調査の結果、子供の母国語が英語以外であれば、子供は、英語の理解力と会話の能力のテストを受けます。採点は、テスト発行社の指示に従って行います。幼稚園児や小学一年・二年生には、読み書きのテストはありません。子供の成績が標準以下の時は、英語能力限定児とみなされ、適当な二か国語教育プログラムに入れられます。しかし、英語を母国語とする子供と同等の能力があると認められたら、英語のみのプログラムに入れます。

４．３　二か国語教育とは何ですか。
これは、英語能力限定児のために作られたもので、生徒の母国語を通して英語の修得ができるようになっています。二か国語使用の授業では、教師は、必要に応じて英語と生徒の母国語で教えます。ここでは英語力の向上と共に、母国語で授業を理解する事ができます。

４．４　二か国語教育に従事する教職員の資格は何ですか。
教師は、二か国語教師の資格審査に合格していなければなりません。しかし、二か国語プログラムの教師が、生徒の母国語を理解しない時は、二か国語のできる助手がつきます。その為、各学校区は助手の、英語と生徒の母国語の読み書きと会話力を審査しなければなりません。助手は、生徒の母国の文化、伝統に通じていなければなりません。

４．５　小学校では、どんな時に二か国語のプログラムを実施しますか。
どの学校でも、同学年で同じ母国語を話す英語能力限定児が十人以上いる時、自習学級には、二か国語のクラスを作らなければなりません。

４．６　二か国語プログラムにはどんなものがありますか。
・基礎的二か国語教育プログラム：基礎的二か国語教育は、英語と生徒の母国語を使って行われる教育法で、主に英語の上達と学力向上を目指しています。
・二か国語による二か国文化教育：これは、英語と生徒の母国語をつかって行われる教育法で、主に英語の上達、学力向上、生徒の母国語の上達を目指すものです。
・新二か国語プログラム：この目的は、新管理法、チームによる教育の強化、その他の改革に焦点を置き、英語能力限定児の学力発展を図ることです。。

４．７　小学校で英語能力限定児が十人以下の場合は、どうなりますか。
その場合、ＩＬＰ（個人学習プログラム）が行われます。これは母国語で指導を受けながら、英語力及び学力を向上させるもので、他の英語能力限定児と同等の教育機会が得られます。基礎的二か国語プログラム、二か国語による二か国文化プログラム、実験的二か国語プログラムに入っていない英語能力限定の小学生は、ＩＬＰに入れます。これは、母国語で指導を受けながら、英語力と学力の向上を計るもので、他の英語能力限定児と同等の教育の機会がえられるように作られた、個人的プログラムです。

４．８　高校では、どんな時に二か国語プログラムが実施されますか。
高校では、言語的基準によるクラス構成のプログラムはありませんが、語学教師は、二か国語に堪能であるか、そうでない時は、二か国語に堪能な助手がつきます。高校では、二種類の二か国語プログラムがあります。
・高校における語学向上プログラム
　英語能力限定児の語学向上のプログラムは、二か国語能力の認定書を持つ教師によって行われ、ここでは、英語力の向上と共に母国語による必須科目の履修を行います。
・高校における個人学習プログラム
　高校における語学向上プログラムに入っていない、英語能力限定の高校生は、総てこの高校における個人学習プログラムに入ることができます。これは、英語能力限定児の英語力向上と、母国語による学業の達成により、教育の機会均等を計る組織的な個人的指導プログラムです。

４．９　英語能力限定児は、どの位二か国語プログラムに入っていなければなりませんか。
英語能力限定児は総て各学校区の決めた方法で、年一回、生徒の英語力によって組分けされます。学校区の標準に照らして、英語に習熟したと判断された時は、普通の英語のみのクラスに入れます。

４．１０　子弟が二か国語のプログラムに入った時は、父兄に通知されますか。
はい、下記の事が書類で通知されます。
・子弟の入るプログラムについて
・その他のプログラムについて
・このプログラムから子弟を出すことについての父兄の権利
・学校又は学校区の二か国語諮問委員会を通じて、このプログラムに参加していく権利

４．１１　子弟を二か国語プログラムから出したらどうなりますか。
その時は、個人学習のプログラムに入らなければなりません。

４．１２　個人学習のプログラムから子弟を出すことができますか。
はい、父兄は小学校でも高校でも子弟をだすことができます。その場合、父兄がそのプログラムの目的、活動等を学校区管理者又は、そのプログラムをよく知っている人から聞いた上でなければなりません。このプログラムから出したいという要望書は、父兄と学校管理者が署名した上で、個人学習プログラムの写しと共に、学校に保管されます。

４．１３　二か国語諮問委員会とは何ですか。
英語能力限定児が５０人以上いる学校区は、二か国語諮問委員会を設置しなければなりません。２０人以上の時は、学校内に諮問委員会を設置しなければなりません。英語能力限定児の父兄で、学校職員でない人は、この会に何時でも参加できます。

４．１４　二か国語諮問委員会の目的は何ですか。
各学校で行われる二か国語教育の基となる、学校区の基本計画について助言します。また、学校区全域にわたって行われる、学校毎の査定を補助します。その他下記のことをします。
・学校区の二か国語プログラムやその目的等の設定への助言
・教師、助手の資格の確認に関すること
・年一回の語学調査の補助と、手続きの改善に関する助言
・入学当初における、英語能力限定児、英語に熟達している生徒、英語のみのクラスにいる生徒への通知に関する意見
・学校区の英語の再審査の基準や手続きに関する意見
・二か国語教育に関する権利放棄の署名

５．０　追加教育プログラムとサービス

５．１　上級クラスとは何ですか。
大学レベルの学力のある高校生のためのもので、学力優秀で熱心な生徒には、試験をして大学レベルの教育と学習法を学ぶ機会を与えています。

５．２　教育の選択とは何ですか。
これは、父兄、生徒、教師が、他の授業や教育プログラムを要求できるものです。学校は、いつも要求を満たしてくれるわけではありませんが、必要に応じて種々のものが用意されています。例えば、ある学校では生徒に母国語で授業に入っていくことや、生徒の母国語を話す教師のクラスにはいることを許したりしています。これらについては、学校に問い合わせてください。また、自分達の望むプログラムについても話してください。

５．３　継続教育とは、何ですか。
これは、１６，１７歳で入学した生徒に必要な授業のみの受講を許可する教育で、中途退学を防止するためのものです。柔軟性のある、個人的な事情にあった時間割りで、卒業に必要な単位を取得できます。

５．４　継続教育は、誰のためのものですか。
これは、パート・タイムかフル・タイムで働いている生徒のためのもので、彼らは、同時に職業訓練やその他の教育プログラムも受けることができます。また、体力的、環境、経済的理由により、短時間（一週二、三日）の学校プログラムに出席することもできます。

５．５　職業訓練とは何ですか。
これは、特定の職業や教課程の修学を目指すもので、カリフォルニアの、全公立学校在校生に対して、学校区や地域職業センターが行うものです。フル・タイムで職業訓練を受ける生徒に対しては、収入を得るため、パート・タイムの仕事を紹介してくれます。

５．６　職業訓練の目的は何ですか。
それは、生徒の要求・興味・能力に合った、高度で現実的な訓練や再訓練を行うことです。

５．７　職業訓練は、どんな人が受けられますか。
高校在校生、高校卒業生、中途退学者、就職希望者、既に職を得ている者で、さらに高度の技能修得の必要のある者や、新しい技能を取得しようとする者、高校卒業後の専門教育機関にいる者等が受けられます。

５．８　職業経験による教育とは何ですか。
これは、高校の管理委員会や地方教育局によって設定された教課程で、プログラムの認定基準は、州によって違います。カリフォルニアでは、次の三つがあります。
・実験的職業経験による教育：これは、職業によって得た経験の内容と、これに関した指針の組み合わせで、生徒の職業経験の補導と成育を目指したものです。生徒は、種々の職業を観察する機会を与えられますが、生産技術の指導は行いません。
・一般的職業経験による教育：望ましい就業習慣や態度を学ぶために作られたもので、賃金を得ている仕事と、関連のある職業の経験に関する指針の組み合わせです。実際にしている仕事と、生徒の目指す職業が関連しているとは限りません。
・専門的な職業経験による教育：これは、賃金を得てる仕事と、専門技能の指導授業の組み合わせで、直接生徒の職業目標に関係します。

５．９　成人教育とは、何ですか。
これは、基礎教育、第二外国語としての英語、他の成人用の科目を、地域社会の単位で行うものです。プログラムについては、地域の高校や学校区事務所にお問い合わせください。

５．１０　成人教育の費用は、誰が払いますか。
カリフォルニア州が、州の教育局を通して、基礎教育、８年生以下、第二外国語としての英語等の教育を行っている、認定教育機関に対して、毎年基金を出しています。

５．１１　成人教育は、誰が受けられますか。
１６歳以上で高校に行っていない、読み書きの充分にできない人、英語を話さない人、を対象にしています。しかし、英語力のある人、高校や大学の卒業を目指す人のための特別なプログラムもあります。

５．１２　好機の教育とは何ですか。
好機の授業と個人的好機のプログラムは、学業達成を助けるプログラムの一環です。このプログラムの生徒は、短時間調整クラスに入り、最小限の出席日数で学業が続けられます。

５．１３　好機の教育は誰が行いますか。
これは、有資格の学校人事部が行います。このプログラムは、生徒に教育を続ける機会を与え、教育プログラムの調整を緩和し、できるだけ早く、生徒が規程の学校や学級に戻れるようにするものです。

５．１４　州の教育システムの中に、幼児教育がありますか。
はい。地域の公・市立の教育機関で一日２４時間以内の保育が、州の補助をうけて行われています。

５．１５　州の補助をうけた幼児教育は、どの子供でも受けられますか。
もし、その子の親が、職についているか、職業訓練を受けているか、職を探しているか、身体が不自由な人で州の資格基準にあっているならば、受けられます。

５．１６　州の補助を受けた幼児教育にはどんなものがありますか。
１）一般的なもの　２）移住者用　３）学校内にあるもの　４）学齢の親と乳幼児の育成　５）代替支払　６）州立の保育園　７）世代間におけるもの　８）重度身体障害児のための特別プログラム　９）資源及び指示の九つあります。

５．１７　幼児教育はどこで登録するのですか。
あなたに合ったプログラムのある公・市立の教育機関（学校地区事務所、地域短期大学、カリフォルニア州立大学、カリフォルニア大学、郡学校管理局局長、郡生活補助部、私立大学、私立保育園、非営利団体）で尋ねてください。

５．１８　幼児はこのプログラムで何を習いますか。
幼稚園入園、小学校入学の準備や宿題の仕方、躾、団体行動等を学齢児に教えます。

５．１９　このプログラムは、親や幼児にどんな恩典を与えますか。
恩典の幾つかを下記に示します。
１）安全で快適な環境　２）年齢相応の活動　３）文化的、言語的活動、その他
４）家族や地域社会との係わり　５）親としての教育　６）有効で効果的な地域プログラムの管理　７）児童とその家族構成に合った種々の言語、文化に通じた係員の設置
８）種々の援助（日用品の支給等）　９）生活保護のような社会福祉の享受
１０）低費用または無料の保健サービス

５．２０　このプログラムの費用はどれくらいですか。
家族の収入や資格に応じて設定された、スライド式の方法で請求されます。

５．２１　年中開校の学校とは、何ですか。
これは、７月に始まり、翌年の６月に終わるもので、ここの生徒も他の学校の生徒と同様１７５ないし１８０日の出席日数が必要です。９ケ月続けて学校へ行き、夏期に３ケ月の休暇を取る替りに、３ないし６週間の短期休暇を一年に３ないし４回取ります。

５．２２　年中こよみとは何ですか。
年中開校の学校用に作られたもので、例えば、４５－１５プランでは、生徒は、９週間出席し、３週間休暇を取ります。これを一年に４回繰り返します。他のものとしては、６０－２０プラン、９０－３０プラン等があります。

５．２３　年中開校の学校でも普通の学校と、同じプログラムが行われますか。
はい、どちらも同じ学習の機会が与えられていて、必須教課程、職業経験、生徒活動、スポーツ等同じプログラムです。

５．２４　なぜ総ての学校を年中開校にしないのですか。
将来そうなるかもしれませんが、カリフォルニフの学校は、今まで９月に始まり、６月に終わっているので、その伝統を破るのは、難しいのです。

５．２５　年中開校の学校は、必要ですか。
生徒数が過剰な学校には必要です。その他の学校では、父兄に選択権があります。

５．２６　年中開校の学校の生徒は、全員同時に授業に出席しますか。
一般の学校の生徒は、一年中同時に登校し、同時に休暇に入りますが、生徒数が過剰な学校では、生徒は四つの組に分けられ、一組は他の三組が学校に行っている時は、常に休暇中です。各組は休暇を順次に取り、各組が同量の出席日数を保つように工夫されています。

５．２７　年中開校の学校には夏期講習がありますか。
はい、あります。それは、中間講習と呼ばれ、短期間休暇の間に行われます。教科は夏期講習と同じですが、スケジュールが違います。

５．２８　年中開校の学校のことについて知りたい時は、何処に行けばいいですか。
学校区の係員、年中開校学校の校長、教師、カウンセラーに問い合わせます。

５．２９　子弟は年中開校の学校に馴染みますか。
ほとんどの子弟及び父兄は満足しています。子弟がこの学校を選んだり、義務づけられたら、子弟が自信を持って対処していけるように期待すべきです。

５．３０　夏期講習
夏期講習は、６，７，８月に施行され、州補助のものは、次の条件の生徒が受けられます。
１）７から１２年生で、学校区の学力基準に達していない者
２）１２年生で、卒業単位の足りない者
３）１１年生で、翌年普通の学期では取れない科目を、再履修しなければならない者
４）年中開校学校の生徒で、特別教育プログラムに入っている者
また、州基金による、数学、科学、社会科学、芸術、外国語、美術、コンピューター等の夏期講習もあります。

５．３１　夏期講習の利点は何ですか。
通常の学期以外で余分の教科の学習ができ、生徒の学力充実を図ります。又、卒業に必要な単位の取得もできます。

５．３２　子供の生まれつきの才能や優秀さは、どうして解りますか。
生まれつきの才能や優秀さについての法的な定義は、その子が公立小学校・中学校・高校で、優れた学業成績を修めているということです。

５．３３　カリフォルニア才能教育（ＧＡＴＥ）
１９６１年以来、子供の才能に着目して作られたプログラムです。特別な能力があり、創造力豊かな子供の才能を育成するプログラムを、国家規模で発展させたものです。

５．３４　才能教育をうけるためには、どんな能力が必要ですか。
ａ）知的能力　ｂ）特定の学力　ｃ）高度の達成能力　ｄ）創造力　ｅ）視覚と発表能力　ｆ）指導力

５．３５　子供が特別に優れているというのは、どうやって知りますか。
ａ）学校における生徒の記録　ｂ）心理学者の評価や専門家の査定（事前に親の許可を書類で受けなければなりません。）ｃ）グループ及び個人のテスト　ｄ）面接及び質問（教師、父兄、その他の人）　ｅ）生徒の作品　ｆ）同級生による判定

５．３６　才能教育は何年生から始められますか。
才能教育機関は全学年にわたって才能教育を行うべきです。

５．３７　どの学校区も才能教育をしなければなりませんか。
いいえ、このプログラムは義務づけられたものではありません。しかし、１９８４年には、４４３の学校区で採用され、８０％以上の公立学校がこのプログラムに参加しています。

５．３８　労働許可とは何ですか。
これは、未成年者が働く時に必要な許可書です。

５．３９　労働許可の発行は、誰の責任において行われますか。
学校地区の人事部が責任を持って発行します。この許可書の労働制限は、すべての未成年者に当てはまるものではありません。高卒または、同等の資格のある未成年者は除外されます。１２歳から１８歳までの未成年者には、条件付きで許可書が発行されます。また、下記で、カリフォルニア公立学校用労働許可手引書が、一冊６ドルで入手できます。
Publications Sales, California State Department of Education,
P.O.Box 271, Sacramento, CA 95802-0271

５．４０　労働許可書にはどんなことが記載されていますか。
下記の事柄が記載されています。
・氏名、年齢、生年月日、住所、電話番号
・学校名とその住所、及び、生徒が出席しなければならない授業時間
・学期中の生徒の一日・一週間の最大労働時間
・ソーシャルセキュリティーの番号
・未成年者と発行者の署名
・許可書有効期間

６．０　学校における父兄活動

６．１　なぜ父兄は学校活動に参加しなければなりませんか。
父兄は子供の教育に重要な役割を果たしています。父兄は子供の教師です。ほとんどの場合、親は子供のことを一番よく解っているので、教師と話し合うことにより、子供をよりよく理解してもらうことができます。その時、子供の教育について、喜んで協力する用意のあることを伝えてください。学校や家庭での様々な問題を解決するためには、父兄の協力が不可欠であり、子供のために父兄の協力が得られるものと期待しています。

６．２　子供の教育を助けるために、家庭で何をすればいいでしょうか。
子供のために、家庭でできることは、次のようなことです。
・十分な睡眠と栄養のある朝食を与える。
・子供が積極的に学校活動に参加するように励ます。
・勉強をずっと続けるように励まし、その重要性を説明する。
・学校で習っていることを知って、家庭で復習させる。
・学校との連絡を密にし、直接話し合えないときは、電話をする。
・学校が出しているニュースレター等を良く読み、必要があれば署名して学校に返送する。
・学校や地域社会の催し物に常に気を付ける。
・最新の教育方針や法律に精通し、その子供への影響に注意する。
・宿題をする時間を決め、その時間は邪魔が入らないようにする。
・もしできれば宿題をみてやる。
・小さい子供には本を読んでやる。
・子供を図書館に連れて行く。
・動物園、美術展示会、博物館等に連れて行く。
・子供がテレビを見る時間を制限する。

６．３　そのほかに、子供の学校で父兄が参加できるような企画がありますか。
色々あります。例えば、学校内審議会、諮問委員会、学校地区諮問委員会、二箇国語諮問委員会、ＰＴＡ等への参加を歓迎します。また、下記の事を頼まれることもあります。
・教室における手助け
・教材、その他の製作
・学校の図書館やカフェテリアでの仕事
・学校から、公園、図書館、動物園等に行くときの子供の監督
・校庭での子供の監督
・木彫、刺繍、写真等の趣味や技術をクラスで子供達に見せること
・掲示板の飾り付け
・他の父兄への電話連絡
・遅れている子供の勉強を見てやること
・作品完成に手を貸すこと
・基金募集の催しに参加し、学校に必要な材料や遊び道具を買うための基金を集めること
・学校委員会の会合に出席すること

６．４　父兄としてどんなことができますか。
父兄は、次のことができます。
・子供を公立学校、市立学校、教会付属学校のいずれに入れるか決めることができます。
・学校で、何を、どんな方法でまたどんな教材を使って教えているか知ることができます。
・事前に教師か校長の許可があれば授業参観ができます。手続きは事務所で聞いて下さい
・教師や校長との会合を求めることができます。
・実際に使っているものを参考にして、連邦基金で購入される特別プログラムの教材を検討することができます。
・子供が最低限修得しなければならない学習や技能に関する情報を入手する事ができます。
・授業に対する意見を述べることができます。父兄の声が学校当局者や委員会に届くように常に働き掛けるべきです。
・学校にいる間は、すべての点で子供の安全が守られていると安心する事ができます。
・学校にいる間は、子供は適切な監督のもとにあると安心する事ができます。
・学校の規則、出席に関する規定、服装、学校訪問の手続きを事前に知る事ができます。
・子供の権利を左右するような学校の決定に対し、再考を促すことができます。
・子供が操行に問題がある生徒の為の特別のクラスに入れられたら、学校の決定に不服を申し立てることができます。
・子供が停学、放校等の処分を受けたら、不服を申し立てることができます。
・子供の試験の内容や目的について知る事ができます。
・子供の心理試験に関する情報を入手することができます。心理試験は実施の前に父兄の許可が必要です。
・子供の試験結果（それによって解る事、テスト結果は何に使われるか等）について知る事ができます。
・父兄会や諸問委員会に出席することができます。これらは法的に設置が義務づけられているものも、そうでないものもあります。
・学校区で何が行われているか知る為に、学校委員会に出席することができます。
・学校の服装規定の設定や高校必須教科の変更のような学校方針の変更、新設について通知を受けることができます。
・学校が保管している子供の記録を見ることができます。
・子供の学校記録の中に、不正確な箇所、誤認箇所、プライバシーの侵害等があった時は、説明を求めることができます。
・身体障害児が適切な公立学校プログラムにはいっているかどうか調べることができます。子供を身体障害児学級に入れる時は、父兄の同意書が必要です。

７．０　公立学校組織の構成

７．１　公立学校組織の構成はどうなっていますか。
カリフォルニアの公立学校は、小学校地区（幼稚園から６または８年生まで）、統一学校区（幼稚園から１２年生まで）、高校地区（９から１２年生まで）で構成されています。

７．２　学校に影響を及ぼす主な機関は何ですか。
学校区、郡の学校管理局、連邦及び州教育機関です。各機関は、子供に適切な教育を提供する責任の一端を担っています。

７．３　各学校地区では誰が学校を管理していますか。
各地域の行政委員会が管理しています。委員会は、その管轄下の学校の設置、維持、運営の責任があります。

７．４　典型的な小学校の構成は、どんなものですか。
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A Handbook on California Education for Language Minority Parents (English Version)

Prepared under the direction of the
Bilingual Education Office
California State Department of Education

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Foreword

California's public schools offer a wealth of educational opportunities for all students. With this handbook you will be able to understand and gain access to the schools and, thus, take advantage of the full range of those opportunities.

Moreover, Californians from all walks of life are now engaged in a comprehensive school reform effort to revitalize our public schools and provide educators with the tools and resources they need to ensure excellence in all our schools. Statewide cooperative efforts are now under way to improve the school curriculum; attract top-flight teachers; recruit and train principals; improve tests and textbooks; and involve parents, business leaders, and the community in school reform.

The partnership between home and school is an important element in this effort. We will improve the quality of education for our children only to the extent that we are able to integrate the resources of home and school and capitalize on the strengths of each. Parents, teachers, and school administrators together share the responsibility of providing an excellent education for all students. The interest many of you parents have shown in having this handbook produced demonstrates the far-reaching commitment and desire you have to become involved in your children's education. That is encouraging, and I commend you for your wisdom and foresight.

Your involvement in education is one of the most important factors in student achievement. It is not hard to see why. Children readily take to school the lessons they learn at home. When their parents—their first and most important teachers—value learning and achievement, children do the same. Time and again, educational research has demonstrated the powerful and consistent influence of parental involvement on students' learning. In those instances when students benefit from good school programs and supportive parents, students' achievement is highest. The State Department of Education is committed to encouraging parental involvement in public education.

The cooperation of home and school is the key to excellent school programs and effective learning by students. I hope that this handbook fosters that effective partnership.

Superintendent of Public Instruction

Preface

During the 1983-84 school year, more than 900,000 students in California were reported to be using a language other than English as their primary home language. And of that number, approximately 487,000 were identified as limited-English proficient (LEP). This publication, *A Handbook on California Education for Language Minority Parents*, was developed to help new immigrant parents of the LEP students make the best use of the educational opportunities that California public schools provide.

What is especially important for LEP students is to have parents in their home environment who know the California education system and opportunities. As prime educators parents are very knowledgeable as to the needs of their children but are often left out simply because they are not familiar with their new educational environment. With the information provided in this handbook, parents should be able to assist their children with schooling in a more effective way.

Included in the handbook is information on student enrollment, public school programs and curriculum, graduation requirements, bilingual education, parental involvement, transportation, year-round education, child development, and so on, which will be helpful for parents to provide immediate assistance for their children. It also provides information about a variety of programs, such as alternative education, vocational education, continuation education, work experience education, and adult education, which may be helpful not only for LEP students but also for parents who seek further educational opportunities in California. We in the Department are pleased to be involved in the development of this handbook. We believe that this handbook will make an important contribution indirectly to the improvement of educational services for language minority students by educating their parents.

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Introduction

A Handbook on California Education for Language Minority Parents is designed to assist parents of language minority students who are residing in California. This handbook is part of the technical assistance effort of the State Department of Education to clarify the operations of California schools to language minority parents so that they might better support the education of their children. Parents should be the prime educators and must be knowledgeable as to the needs of their children.

The handbook provides basic information on the educational system and enrollment procedures particularly relevant for students who are enrolled in kindergarten through grade twelve. It also explains the kinds of tests used in California, such as the California Assessment Program tests and the high school proficiency tests. The handbook also includes a section on bilingual education and other services to language minority students who are of limited-English proficiency. As most parents of language minority students did not attend schools in the United States, other types of programs, such as vocational education, adult education, and continuation education, are described so that parents can better understand schooling in the United States. Another section describes parental involvement to overcome the fact that in many countries parents have never experienced close involvement with teachers and administrators.

The handbook does not provide comprehensive information because each program may be operated in different ways in each school or district. Parents should contact classroom teachers, school counselors, principals, or other local educational agency personnel for more detailed information if necessary.

1.0 Enrollment and Attendance; General Information; Transportation

1.1 When should my child enroll in school?

Your child must be enrolled in the first grade after he or she reaches the age of six. Children five years and nine months old before September may be enrolled when school begins in September. Immigrant children of school age should be enrolled in school as soon as they arrive in the United States. Except in year-round schools, which begin in July, children are enrolled in school in the first days of September. The usual school year is from September to June.

1.2 Will my child be able to attend a neighborhood school?

As a rule, yes. But some school districts, to avoid overcrowding or achieve racial balance or provide specialized education away from your neighborhood, may transport children to schools away from your neighborhood. If your district buses students, you may ask that your children remain at your neighborhood school.

1.3 How is my child's grade level determined?

Grade level is determined primarily on the basis of age and school experience. Children who are at least four years and nine months old in September may be enrolled in kindergarten. Children who are already six are enrolled in the first grade, and children older than six are placed by the principal at an appropriate level from grade one through grade twelve.

1.4 Do American schools accept course credits earned in foreign countries?

For children of elementary school age, records of previous schoolwork will help the school provide the best program for your child. As for high school students, credits for previous schoolwork are evaluated before placement.

1.5 How is the noon meal provided for students?

Children can bring a lunch from home, or they can purchase one at school. Most schools have a cafeteria where nutritious, well-balanced meals are available for a minimal charge. Parents with limited finances may ask school officials if they qualify for a free or reduced-price lunch. Schools in California are required by law to provide a nutritionally adequate meal to every needy child in every public school each school day. Some schools provide a breakfast for a minimal fee or at no charge if the family is eligible for the low-income category.

1.6 How much will I have to pay for my child's schooling?

Admission to American public schools is free, and books are lent to students at no charge. Uniforms are not required. For some classes, however, particularly in high school, you may have to pay small fees for personal supplies. Parents are expected to pay for the child's lunch.

1.7 What do I do when my child is absent from school?

You should telephone the school, letting the school know why your child is not in school. On the day your child is able to attend school, you should give the child a signed note. On the note you should give the date or dates of absence and the reason for the absence.

1.8 Will my child ride a school bus from home to school and back?

Not all districts offer school bus transportation. Of those districts that do, only those children qualify whose homes are beyond reasonable walking distances from schools. You should ask at your child's school about availability of transportation, locations of bus stops, pickup and drop-off times, and any special orientation meetings for parents and younger students to make the first day of school easier.

1.9 What happens if my child misses the bus?

It is important for you to have a plan to protect your child and to get the child to school by other means. You should talk with your child to ensure that he or she know what to do and where to go in case the bus is missed.

1.10 If my child qualifies for special education and cannot ride the regular school bus, what can be done?

If your child qualifies for special education, the individual education plan for your child will tell what type of transportation for which your child will be eligible. You can ask the staff at the school for more information.

1.11 What can I do to protect my child while he or she is riding on the school bus?

Your child should know the rules for riding on the bus. If your child has difficulty understanding the driver, you should help your child to understand the rules and obey them. School bus drivers try hard to

make the ride to and from school safe for children, but they need your help and cooperation from your child.

1.12 May school districts charge a fee for transportation on a school bus between home and school?

Yes, a fee may be charged. You should ask at your child's school whether a fee is charged in your school district. No fee may be charged for transporting a handicapped child or a child whose parents or guardians have a low income. The school district decides who qualifies for free transportation.

2.0 Basic School Program; Curriculum

2.1 What is a minimum day?

A minimum day is a shortened school day. Students are allowed to go home earlier than they would on a regular school day. The rest of the day is used by the school staff for meetings and other school business. You will be notified in writing well in advance when a minimum day is planned and when your child will be dismissed.

2.2 What subjects are taught in elementary grades (K—6)?

The basic subjects taught in elementary (K—6) grades are language arts (including listening, speaking, reading, and writing), mathematics, social science, science, and physical education. Other subjects may be music and art. Some schools teach reading and other subjects in two languages.

2.3 What subjects are taught at the high school level?

Offerings vary. You will need to contact the district in which your child is enrolled to find out what subjects are offered. A sample of classes might include algebra, English, typing, world history, biology, physical education, foreign language, the arts, home economics, industrial arts, and vocational education. Some of these courses are required, and some are available to accommodate students' interests. You should check with your local school for details.

2.4 What high school requirements will my children have to meet?

Starting with the 1986-87 school year, all pupils who receive a high school diploma must complete, while in grades nine through twelve, the following courses:

1. At least the following numbers of courses in the subjects specified, each course having a duration of one year:
   a. Three courses in English
   b. Two courses in mathematics
   c. Two courses in science, including biological and physical sciences
   d. Three courses in social science, including United States history and geography; world history, culture, and geography; and American government, civics, and economics
   e. One course in fine arts or foreign language
   f. Two courses in physical education unless the pupil has been exempted, pursuant to legal provisions
2. Such other coursework as the governing board of the school district may by rule specify

The important thing to remember is that by the start of the 1986-87 school year, your child should plan to complete all of the required courses. For further information, check with your school district.

2.5 What is independent study?

Independent study makes it possible for a student (in kindergarten through twelfth grade) to have a program of studies that is considered equal to classroom study but is located somewhere away from the usual school classroom. Independent study may permit schooling at home or in any other location that may provide suitable opportunities for learning. School districts have the right to make their own rules for independent study.

2.6 What other programs may operate in my child's school?

The federal and state governments have established programs for students who have special needs. Your child may need special help or assistance, for example, in learning English. However, not all districts have special programs.

3.0 Grades; Promotions; Testing

3.1 What does an elementary student's report card include?

Some districts prepare report cards by using letters such as *A, B, C, D, F,* and *I,* while other districts use the letters *E, G, S, N,* and *U* or *S, U,* and *N.* Although there are differences, the general content or idea is similar. Elementary report cards usually list the following subjects:

- Language arts (listening, speaking, reading and writing, grammar, and spelling)
- Mathematics
- Social science
- Natural science
- Health education
- Music
- Arts

The report card may also contain the attendance record of the student, a citizenship grade, and a place for comments by the teacher and the parent. The report card symbols are usually explained on the report card itself.

3.2 What does a high school student's report card include?

It usually consists of the title of each course, the name of the student and teacher, achievement grades for courses taken, a grade for citizenship, a place for the comments of teachers and parents, and the attendance record of the student.

3.3 What do the report card symbols mean?

Almost all schools use one of the three following systems:

A = Excellent
B = Good
C = Satisfactory
D = Needs improvement
F = Failure
I = Incomplete

E = Excellent
G = Good
S = Satisfactory
N = Needs improvement
U = Unsatisfactory

S = Satisfactory
U = Unsatisfactory
N = Needs improvement

3.4 What is a citizenship grade?

It is equivalent to a behavior grade and is based on the way a teacher sees a student in terms of his or her politeness, responsibility, obedience, fair play, and sociability.

3.5 What is a work habit grade?

A work habit grade indicates how a teacher rates your child's inventiveness, accuracy, promptness in completing the work assigned, and neatness.

3.6 What should I do when I receive my child's report card?

You should review the teacher's comments and the grades. You should sign and return the report card to school with your child. Sometimes the teacher may ask you to meet with him or her to discuss the progress of your child. You may wish to include your own comments on the report card.

3.7 How often are report cards issued?

Four times a year.

3.8 What are the requirements for promotion to the next grade?

On the basis of the progress made by the students, elementary school teachers decide whether the student will go to the next grade or remain in the same grade. If the student is to stay in the same grade, parents will be consulted. In the case of high school, course credits completed and the standardized test scores are factors reviewed for grade promotion. If you have any questions regarding grade promotion, call your local school and ask for the policy on school promotion.

3.9 What procedures are involved in grade retention?

The school expects every student to be promoted to the next grade. If a student has learning difficulties, the teacher will help. If the student does not learn enough to be able to succeed in the next grade level, it might be necessary to retain the student for another semester. The school will consult with the parent or guardian to determine what is best for the student.

3.10 What does the pupil proficiency law require?

It requires that students in California public schools be tested at least once in grades four through six and once in grades ten and eleven on locally developed standards in reading comprehension, writing, and computation.

3.11 What effect does the pupil proficiency law have on your child's graduating from high school?

To receive a high school diploma, your child has to complete the local high school course of study and successfully pass the district's proficiency test.

3.12 What is the high school proficiency test?

Each school district must have established standards of proficiency for its high school graduates. These standards must cover at least the areas of reading, writing, and mathematics. Each district must also have developed a test to assess a student's attainment of those standards.

3.13 Who must take the proficiency test?

All high school students must pass the proficiency test to graduate.

3.14 How many opportunities will a student have to take the proficiency test?

Every school district has its own testing schedule. But all districts are required to allow students who fail the test to retake it as many times as the district's testing schedule allows.

3.15 May a student with limited-English proficiency take the proficiency test in a language other than English?

Students must use English only in the proficiency test. The school may allow students to use their native language during the testing period, but English must be used in the final test.

3.16 Must schools provide special services for limited-English-proficient (LEP) students to help them pass the proficiency test?

Schools must provide bilingual education services for LEP students to prepare them for the proficiency test.

3.17 Will the parents be notified if a student fails the proficiency test?

If a student fails the proficiency test, the school is required to notify the parents in writing and invite them for a meeting to discuss what the district and the parents can do to help the student pass the proficiency test.

3.18 If a student completes all required courses but fails the proficiency test, what can be done?

If a student fails the proficiency test but completes all required courses, he or she may continue to take the proficiency test until it is passed. Many school districts set up remedial classes to help students who have failed the proficiency test.

3.19 If my child does not complete the required courses or does not pass the proficiency test, are there other ways to obtain a high school diploma or equivalent?

Students ineligible for graduation because they have not completed the required courses may continue to take courses until they meet the requirements. Any student over sixteen years of age may take the *California High School Proficiency Examination*, which is given three times a year in more than 100 locations in California. (Testing times and locations are posted at every high school and public library.) Those who have passed the *High School Proficiency Examination* receive certificates that are equivalent to high school diplomas. Any person over eighteen years of age who did not graduate from high school and is not enrolled at a high school may take the *General Educational Development Test* to obtain the equivalent of a diploma. The *GED Test* is given in 250 testing centers in California throughout the year.

3.20 What is the California Assessment Program (CAP)?

The California Assessment Program (CAP) annually assesses student achievement in every public elementary school and high school in California. It requires 30 minutes of time once a year for every third, sixth, eighth, and twelfth grader. Only CAP uses the same test in all schools and provides uniform information statewide on achievement in California elementary schools and high schools in reading, language, and mathematics.

3.21 What information does CAP provide for each school?

The California Assessment Program provides the following information:

- Overall school-level scores in reading, language, and mathematics
- Detailed information about strengths and weaknesses in the basic skills program
- Comparable information over several years to identify trends in scores
- Comparison of your school to similar schools and to all other schools in California
- Information about student attitudes towards reading, writing, and mathematics
- Information about the performance of different groups of students; for example, girls versus boys and new students versus those who have been in the school for several years
- Periodic information about other factors related to school performance, such as television watching, homework, and recreational reading

3.22 Where can you find CAP reports?

Each school and school district office should have a report for its third, sixth, eighth, and twelfth grades.

3.23 When do the latest test results become available?

Results from the previous school year are available each November at your local school or school district

office. They are presented annually to your local school board and to the State Board of Education.

3.24 May my child enter a community college without a high school diploma?

Yes. Anyone who has a high school diploma or equivalent or who is over the age of eighteen and can benefit from instruction is eligible for admission to a California community college. Students seeking admission should consult the admission office of their local community college.

3.25 What admission requirements does The California State University have?

State university students are selected from among the top one-third of high school graduates. For admission they must normally have a grade point average of 2.0 or better in all coursework except physical education and military science. Students with grade point averages between 2.0 and 3.2 may be admitted if they score high enough on either the *Scholastic Aptitude Test* or *American College Test*. Beginning in fall 1984, first-time freshmen will have to complete eight semesters of college preparatory English and four semesters of college preparatory mathematics to be eligible for admission.

3.26 What admission requirements does the University of California have?

University of California freshmen are selected from among the top one-eighth of California high school graduates. To be elibible for admission, students must meet the subject, examination, and scholarship requirements specified in the university's undergraduate application packet, available free of charge from any campus.

3.27 What financial aid is available for my child's college education?

Several types of aid are available to students with financial need, including grants (money you do not need to repay), loans, and part-time work. For information about financial assistance, contact the financial aid office at the institution your child is interested in attending. High school students should also contact their school counselor. To apply for federal or state assistance, obtain the form "Student Aid Application for California" from the institution or from the California Student Aid Commission, 1401 Fifth St., Sacramento, CA 95814.

4.0 Bilingual Education

4.1 What is the Home Language Survey?

When a child is enrolled in a California public school, the *Home Language Survey* should be distributed to determine the language(s) spoken at home by each student. School districts are required to distribute the survey forms so that a language census can be taken statewide. If any of the following questions is answered as other than English, the child is determined to be a non-English-speaking child:

a. What language did your son or daughter learn when he or she first began to talk?
b. What language does your son or daughter most frequently use at home?
c. What language do you use most frequently to speak to your son or daughter?
d. What language is most often spoken by the adults at home?

4.2 How does the school determine each child's language proficiency?

As a result of the *Home Language Survey*, if a child's home language is other than English, the child is tested for English comprehension and on a state-designated test of English oral language proficiency. Scoring must follow the publisher's norms. Reading and writing assessments are optional for students in kindergarten and grades one and two. If a child scores less than fluent on the assessments, the child is considered to be limited-English proficient (LEP) and must be placed in an appropriate bilingual program. However, if a child scores fluent and his or her English proficiency is comparable to that of the majority of pupils of the same grade or age whose primary language is English, the child is considered to be fluent-English proficient (FEP) and is put in a regular English-only program.

4.3 What is bilingual education?

Bilingual education is designed for students of limited-English proficiency (LEP). It helps these students learn English through their primary language. In the bilingual classroom the teacher provides instructions in both English and the children's first language, if necessary. In this way students can learn ideas in their first language while becoming skilled in English.

4.4 What should be the qualifications of staff members in a bilingual program?

Teachers should be bilingually credentialed. However, when a teacher in the bilingual program does not speak the primary language of the student, an instructional aide who is fluent in the dominant language of the student assists the child with the primary language. The district must ensure that each hired aide is able to understand, speak, read, and write English and the primary language of the student. The aide must be familiar with the cultural heritage of students of limited-English proficiency in the bilingual classes to which he or she is assigned.

4.5 When is a bilingual program provided at the elementary level?

Whenever a school of any school district has ten or more students of limited-English proficiency of the same primary language in the same grade level, the district must offer a bilingual program in a self-contained classroom.

4.6 What types of bilingual programs are available?

- *Basic bilingual education program:* Basic bilingual education is an organized program of instruction in which participating pupils receive instruction in and through English and the primary language of the LEP pupils. The principal goal of this option is to increase the English language proficiency and academic achievement of the LEP students.
- *Bilingual bicultural education:* Bilingual bicultural education is an organized program of instruction in which participating pupils receive instruction in and through English and the primary language of the LEP pupils. The purpose of this option is to increase the overall academic achievement and English language proficiency of LEP pupils and to develop the LEP pupils' primary language skills.
- *Innovative bilingual program:* The purpose of the innovative bilingual program option is to promote innovations in program options mentioned above that focus on new management approaches, greater emphasis on team teaching, or other appropriate improvements that expand the learning opportunities of pupils of limited-English proficiency.

4.7 What happens when an elementary school has fewer than ten LEP students?

The students will be provided an individual learning program (ILP) designed to meet equal educational opportunities for LEP students by promoting English language development and by sustaining normal academic achievement through the use of the student's primary language for subject matter instructions.

The elementary-level individual learning program represents the minimum program requirements for elementary LEP pupils not enrolled in basic bilingual, bilingual bicultural, or experimental bilingual programs. It is an individualized version of program option designed to provide equal educational opportunities for elementary LEP pupils by promoting English language development and by sustaining normal academic achievement through the use of the pupil's primary language for subject matter instruction.

4.8 When is a bilingual program provided at the secondary level?

There are no classroom composition requirements based on linguistic criteria for secondary programs. However, the teachers providing the primary language component must be bilingual crosscultural teachers or, if no such teachers are available, language development specialists who are assisted by bilingual crosscultural aides. There are two types of bilingual programs available at the secondary level:

- *Secondary-level language development program:* The secondary-level language development program for LEP students is a structured bilingual program delivered by bilingually credentialed teachers and/or language development specialists assisted by bilingual crosscultural aides. The program is designed to promote English language proficiency and academic achievement through the use of the student's primary language for instruction in the nonelective content courses required for graduation.
- *Secondary-level individual learning program:* The secondary-level individual learning program represents the minimum program requirements for secondary LEP students and must be provided for all secondary LEP students not enrolled in a secondary-level language development program. It is a systematic, individualized program of instruction designed to ensure equal educational opportunities for secondary LEP students by promoting English language development and by sustaining normal academic achievement through the use of the student's primary language for subject matter instruction.

4.9 How long does an LEP student have to stay in the bilingual program?

All LEP students are to be assessed annually for English proficiency with an instrument selected by the district. When an LEP student meets the definition of FEP based on district-adopted standards, the student is reclassified as fluent-English proficient and is eligible for an all-English program.

4.10 Must parents be notified before a child may be enrolled in a bilingual program?

Yes. Before a child may be enrolled in a bilingual program, the parents of the child must be notified in writing about the following:

- The program being offered
- Other program options available
- The parents' right to visit the program
- The parents' right to withdraw their child from the program
- The parents' right to participate through the school and district bilingual advisory committees

4.11 What if parents wish to withdraw their child from a bilingual program?

If parents of an LEP pupil wish to withdraw the pupil from a bilingual program (both elementary and secondary), the school must then provide the pupil an individual learning program (ILP).

4.12 May parents request the withdrawal of their child from an individual learning program?

Yes. Parents may request that their child be withdrawn from an individual learning program (both elementary and secondary). In such cases the district must establish a procedure to ensure that parents are informed of the goals, objectives, and activities of the individual learning program by an administrator or designee knowledgeable about the program. A withdrawal request signed by the parent and administrator, along with a copy of the individual learning program from which the pupil has been withdrawn, must be maintained in the school's files.

4.13 What is a bilingual advisory committee?

Each school district with more than 50 LEP pupils must establish a bilingual district advisory committee. At the same time each school with more than 20 pupils of limited-English proficiency must establish a school-level advisory committee. Parents of LEP pupils not employed by the district are always welcome to join the committee and must constitute a majority of the committee.

4.14 What are the responsibilities of the bilingual advisory committee?

The committee will advise on the development of a district master plan for bilingual education which will take into consideration the school site master plans for bilingual education. The committee will also assist in conducting a districtwide bilingual education needs assessment on a school-by-school basis. In addition, the comittee will:

- Advise on the establishment of district bilingual education programs, goals, and objectives.
- Assist in the development of a plan to ensure compliance with teachers' and teacher aides' requirements.
- Assist in the administration of the annual language census and advise on requests to use an alternative instrument and/or procedures.
- Review and comment on the written notification(s) to limited-English-proficient, fluent-English-proficient, and English-only students of initial enrollment.
- Review and comment on the district language reclassification criteria, standards, and procedures.
- Sign off on waiver requests related to bilingual education.

5.0 Additional Education Programs and Services

5.1 What is advanced placement?

Advanced placement is a cooperative educational endeavor based on the fact that many young people can complete college-level studies in secondary schools. Able, interested students are given opportunities both for college-level learning and for demonstrating their accomplishments through advanced placement examinations.

5.2 What is alternative education?

Alternative education makes it possible for parents, students, and teachers to request optional schools or educational programs. School authorities do not have to do what is requested, but many provide for different needs. For example, some school authorities provide optional (alternative) schools in which students may start their studies in their native tongue or be enrolled in a classroom where the teacher speaks the child's primary language. Parents and students should ask about the choices (alternatives) offered. They may also ask for programs that are not offered.

5.3 What is continuation education?

Continuation education provides a part-time attendance option for high school students sixteen or

seventeen years old at the time of enrollment. Continuation high schools or continuation classes have served as the largest dropout prevention program in California. The goal is to provide a flexible, personalized program to help students meet district graduation requirements in a small school environment.

5.4 Who may need continuation education?

Students may need part-time high schools if they are employed part time or full time, are concurrently enrolled in other training or educational programs, or need a shorter school day or school week for physical, social, or economic reasons.

5.5 What is vocational education?

Vocational education involves learning a specific occupational trade or course of study. It is provided by school districts and regional occupational centers and progrms to all students enrolled in California public schools. Part-time employment may be obtained for students who need the earnings from such employment to continue their vocational training on a full-time basis.

5.6 What is the intent of vocational education?

Vocational education programs are intended to provide training or retraining that is of high quality, is realistic, and is suited to the needs, interests, and abilities of the student.

5.7 Who is eligible to receive vocational education?

Eligible persons would include high school students; persons who have completed or discontinued formal education or are preparing to enter the labor market; those who are employed but need to upgrade skills or learn new skills; those with special education handicaps; and those in postsecondary schools.

5.8 What is work experience education?

Work experience education is a course of study that the governing board of a high school district or other local educational agency may establish. Standards and operational guidelines for acceptable programs are established by the state. Three types of work experience programs in California are:

- *Exploratory work experience education:* a combination of related instruction and structured occupational experiences designed to assist the student in the career guidance and development process. The student has the opportunity to observe a variety of occupations. There is no intent to teach productive skills.
- *General work experience education:* a combination of related work experience education instruction and paid employment designed to assist the student in acquiring desirable work habits and attitudes. Paid employment need not be related to the student's career goals.
- *Vocational work experience education:* a combination of concurrent vocational classroom instruction and paid employment experiences directly related to the student's occupational goal.

5.9 What is adult education?

Adult education provides education through community-based organizations in basic education, English as a second language, and other subjects of interest to adults. To locate a program, contact your local high school or school district office.

5.10 Who pays for adult education?

The state of California through the State Department of Education awards annual grants to qualified agencies providing basic education, grade eight and below, and for English as a second language.

5.11 Who is eligible to enroll in adult education programs?

Low-literate and non-English-speaking students sixteen years of age or above not enrolled in a high school are the target population for the adult education programs. However, many enrichment programs are offered as well for those who are fluent in English and possess a high school or college diploma.

5.12 What is opportunity education?

Opportunity classes and individual opportunity programs are among several programs designated to help students succeed in school. Identified students are placed in a part-time adjustment class in place of or along with a minimum attendance day.

5.13 Who provides opportunity education?

Programs and services are provided by qualified school personnel. The programs provide a chance for students to continue their education, alleviate adjustment problems, and help students return to the regular school or classes as soon as possible.

5.14 Is there a child development program available for my child in the state educational system?

Yes. Your child may be enrolled in a state-subsidized child development program that provides services for a period of less than 24 hours a day through local public and private educational agencies.

5.15 Am I eligible for a state-subsidized child development program for my child?

Yes, if you are employed or are in job training or are seeking employment or are disabled *and* meet the established eligibility and need criteria.

5.16 How many types of the state-subsidized child development programs are there?

There are nine types of such programs:

1. General
2. Migrant
3. Campus
4. School-age parent and infant development
5. Alternative payment
6. State preschool
7. Intergenerational
8. Special programs for severely handicapped children
9. Resource and referral

5.17 Where can I go to enroll my child in a child development program?

You may go to any of the public or private agencies funded for such program services to meet your needs. These agencies include school districts, community colleges, The California State University and the University of California, offices of county superintendents of schools, county welfare departments, private colleges and universities, private nursery schools, home care providers, and nonprofit organizations.

5.18 What can my child learn in a child development program?

It prepares your preschool child to go to kindergarten or first grade and helps your school-age child with homework or remedial study and some recreational activities.

5.19 What are some of the benefits my child and I will get from a child development program?

Benefits include, but are not limited to, the following:

1. Safe and appropriate physical environment
2. Age-appropriate activities
3. Cultural, linguistic, and other special needs program activities
4. Family and community involvement
5. Parental education
6. Efficient and effective local program administration
7. Diverse linguistic and cultural staff that match the makeup of the children and families
8. Support services, such as housing needs
9. Social services, such as welfare rights and services
10. Health services, such as low-cost or free health care

5.20 What are the expenses for a child development program?

A parent fee may be charged in accordance with the established sliding fee schedule based on the family income and eligibility.

5.21 What are year-round schools?

Year-round schools usually begin each school year in July and end the school year the following June. Students attend school for the same required 175 to 180 days, as in the traditional schools. However, rather than attend school continuously for nine months and then have three months off during the summer, they have three or four shorter vacations that vary from three to six weeks each..

5.22 What are year-round calendars?

Year-round calendars are designed especially for year-round schools. For example, in the 45-15 plan, students attend school for nine weeks, then have three weeks of vacation. This pattern is repeated four times during the year. Other examples are the 60-20 plan and the 90-30 plan.

5.23 Are programs in year-round schools the same as those in regular schools?

Yes. The students in year-round schools have the same learning opportunities, curriculum requirements, work experiences, student activities, and sports teams as students have in regular schools.

5.24 Why are not all schools year-round schools?

One day they may all be year-round. However, California schools have traditionally started in September and ended in June. It is hard to break tradition.

5.25 Are year-round schools required?

In some overcrowded schools a year-round calendar is required. In less crowded schools, parents have a choice between nine-month and year-round calendars.

5.26 Do all year-round students attend class at the same time?

In less crowded schools all students are on one year-round track. They all attend school at the same time and take vacation at the same time. In very overcrowded schools the students are divided into four groups. One group is always on vacation while three groups are in school. The groups are rotated at each vacation cycle so that everyone completes the same amount of school.

5.27 Do year-round schools offer summer sessions?

Yes. Summer sessions in year-round schools, called intersessions, are offered during the shorter vacation breaks. Students can have the same courses as are offered in the summer, but the scheduling is different.

5.28 Where can I get more information on year-round schools?

First, contact the district coordinator for year-round education. Other good sources of information are the

principal of the year-round school, teachers, and school counselors.

5.29 Will my children enjoy year-round education?

Yes. The great majority of students enrolled in year-round programs and their parents enjoy attending year-round schools. If your children are assigned to or select a year-round school, you should look forward to a positive experience for them.

5.30 What is summer school?

Summer school is held during the months of June, July, and August. State-supported summer school programs are available for (1) students in grades seven through twelve who need help in meeting district standards of proficiency; (2) seniors in need of credits for graduation; (3) juniors who need to repeat a course and cannot take the course the next regular school year; and (4) students enrolled in year-round and special education programs. Additional state-funded summer school instruction is available for students in the core academic areas of mathematics, science, social science, language arts, foreign language, fine arts, and computer education.

5.31 How can summer school attendance help students?

The summer school programs allow students to take advanced academic courses and provide enrichment for elementary and junior high school students. Students can also take the courses they need to meet graduation requirements.

5.32 How do I know if a child is gifted or talented?

The legal definition of a gifted and talented child in California is a pupil enrolled in a public elementary or secondary school in California who is identified as possessing demonstrated or potential abilities that give evidence of high performance.

5.33 What are the distinguishing features of the California Gifted and Talented Education (GATE) Program?

Since 1961 this program has been concerned with potential as well as demonstrated ability. It has led the nation in programming geared to the development of specific intellectual and creative abilities.

5.34 What are the GATE identification categories?

a. Intellectual ability
b. Specific academic ability
c. High achievement ability
d. Creative ability
e. Visual and performing ability
f. Leadership ability

5.35 What kind of evidence is used to identify that a child is gifted and talented?

a. School, class, and individual pupil records
b. Evaluation by a credentialed school psychologist and assessment by professional persons (Written parental consent should be obtained before testing.)
c. Group and individual tests
d. Interviews and questionnaires (teacher, parent, and others)
e. Pupil products
f. Judgment of peers

5.36 What grade levels are served in GATE programs?

GATE districts should work toward the identification and implementation of services for gifted and talented youngsters at all grade levels.

5.37 Are school districts required to have GATE programs?

No. GATE programs are optional. However, the 443 school districts that had such programs in 1984 contain more than 80 percent of the total public school enrollment in California.

5.38 What are work permits?

Work permits are documents required for underage students to become employed.

5.39 Who is responsible for issuing work permits?

School district personnel are responsible for issuing work permits to minors. No minor having a work permit and no minor under eighteen years of age who is otherwise required by law to attend school may be out of school and unemployed for a period longer than ten consecutive days while the public schools are in session. This restriction does not apply to any minor who has been graduated from a high school maintaining a four-year course above the eighth grade or who has had an equal amount of education in a private school or who has been awarded a certificate of proficiency by the state.

Under certain conditions a work permit may be issued to any minor between twelve years of age and eighteen years of age. (For more information see the *Work Permit Handbook for California Public Schools,* available for $6, plus sales tax for California residents, from Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271.)

5.40 What information does a valid work permit contain?

A valid work permit must contain:

- The name, age, birth date, address, and phone number of the minor
- The place and hours of compulsory part-time school attendance for the minor or statement of exemption therefrom; and the hours of compulsory full-time school attendance for the minor if the permit is issued for outside of school hours
- The maximum number of hours per day and per week the student may work while school is in session
- The minor's social security number
- The signature of the minor and the issuing authority
- The date on which the permit expires

6.0 Parental Involvement in the Schools

6.1 Why should I become involved in my child's schooling?

You as a parent play an important role in your child's education. You are your child's first and most important teacher. In most cases you know your child better than anyone else and can share important information with teachers that will help them understand your child better. When you give teachers an opportunity to communicate with you, you indicate to them that you are willing to work with them in the education of your children. They know that they can call on you to help resolve problems that may surface at school or at home and that you will support each other for the benefit of your child.

6.2 How can I support my child's education at home?

There are many ways to help your child do well in school:

- Make sure that your child has an adequate night's sleep and a nutritious breakfast to have a good start each day.
- Help your child develop positive attitudes toward school and learning and encourage him or her to participate in school activities.
- Encourage your child to continue working in his or her studies and explain the importance of education to his or her future.
- Be aware of what is being taught in school and reinforce it at home.
- Communicate frequently with your child's school. Phone teachers and counselors if a personal meeting is inconvenient.
- Read notices, newsletters, and bulletins sent home by the school and return them signed if requested to do so.
- Find out what special services are available to your child at school and in the community.
- Be aware of current educational policies and laws and how they affect your child.
- Support your child's teacher and school.
- Arrange a definite time without any interference for your child to do homework.
- Assist your child with homework and check it when it is finished.
- Read to your younger children.
- Take or send your children to the neighborhood library to check out books.
- Take your children on educational trips to the museum, zoo, art shows, different neighborhoods, and so on.
- Limit the time that your child is allowed to watch television each day.

6.3 What are some of the ways in which I can participate in my child's school?

As a parent you have many opportunities to become involved in a variety of activities in your child's school. Schools are always eager to involve parents in organizations, such as a school site council, school advisory committees, district advisory comittees, bilingual advisory committees, and parent-teacher organizations.

You may be requested to:

- Help in your child's classroom.
- Work in a parent's room which is used by parents to make materials, games, or projects needed by teachers for classroom use.
- Work in the school library or cafeteria.
- Supervise children during field trips to the park, the neighborhood library, the zoo, and so on.
- Supervise playground activities.
- Share your cultural practices, hobbies, or skills, such as wood carving, needlepoint, photography, and so on.
- Arrange bulletin boards.
- Make telephone calls to other parents.
- Read stories to groups of children.
- Do individual tutoring.
- Help children to build projects.
- Participate on fund-raising committees organized

to raise money to purchase additional materials or play equipment for the school.
- Attend parent-teacher conferences and "open house."
- Attend school board meetings.

6.4 What rights do I have as a parent?

As a parent, you have the right to:[1]

- Choose whether your child goes to a public, parochial, or private school.
- Receive information about what is being taught, what methods and materials are being used, and how achievement is evaluated at your child's school.
- Visit your child's classroom on advance notice to the teacher or principal. Check with your own school district for correct procedures.
- Request conferences with the teacher and principal.
- Look at materials used in the classroom and review any materials purchased with federal money for special programs.
- Receive information concerning minimal competencies, proficiencies, or skills your child is supposed to accomplish.
- Voice your opinion on what is taught in your child's classroom. You do not have the final say and should work with the school and/or school board in making your views known.
- Expect that your child will be physically and emotionally safe while at school.
- Expect adequate supervision of your child during the school day.
- Be informed in advance about school rules, attendance policies, dress codes, procedures for visiting the school, and so on.
- Appeal a school decision that affects your child's rights.
- Challenge a school decision to place your child in a special class for students considered to have behavioral problems.
- Appeal a decision made by the school to suspend or expel your child from school.
- Receive information about what tests your child is given and what the purpose is for testing.
- Receive information about any psychological testing the school does involving your child. Your permission must be given before such testing can take place.
- Receive information concerning test scores—what they mean and how they are used.
- Participate as a member of a parent committee or council. These groups may be required by law or may be voluntary.
- Attend school board meetings to learn what is going on in the district.
- Be heard when school policies are set or changed, such as establishing a school dress code or changing high school requirements.
- Look at the records the school keeps on your child.
- Question anything in your child's record that you feel is inaccurate or misleading or is an invasion of privacy and get a satisfactory response from the school.
- Have your handicapped child placed in an appropriate public school program. Parents also must give written consent for the placement of their handicapped child.

[1]All of the items listed here (except the last item) are taken from Bruce Baron and others, *What Did You Learn in School Today?* New York: Warner Books, Inc., 1983, pp. 264—65. Used with permission.

7.0 Structure of the Public School System

7.1 What is the structure of the public school system?

California public schools are organized into elementary school districts (usually including kindergarten through grades six or eight); unified school districts (kindergarten through grade twelve); and high school districts (grades nine through twelve).

7.2 What major agencies have an effect on the public schools?

The major agencies that influence the schools are school districts, offices of county superintendents of schools, state agencies, and federal agencies. All have a part in providing appropriate education for your child.

7.3 Who controls the schools in your school district?

School districts are controlled by a local governing board. The board is responsible for establishing, maintaining, and operating the schools under its control.

7.4 What is the structure of a typical elementary school?

In an elementary school the principal is responsible for the daily program, and each teacher is responsible for one class. When a school has enough limited-English-proficient students with the same primary language, bilingual teachers are required. In addition, the school staff usually includes specialists in reading,

mathematics, and English as a second language; speech therapists; a nurse; teachers' aides; a community liaison officer; a bilingual program coordinator; and resource teachers.

7.5 What is the structure of a typical high school?

In a high school the principal is responsible for the whole school and is generally aided by assistant principals who are responsible for specific areas of the school's administration. Larger high schools have chairpersons for each department (English, mathematics, science, physical education, and so on). Special programs, such as bilingual education, as a rule, have a director or coordinator.

7.6 How are school districts financed?

Part of public school funding comes from local property taxes. However, most of the funds come from state taxes. The California Legislature decides the amount of funding for public schools. Additional funds are given to some school districts that have students with special needs. Most of the federal funds are used to help students who have special needs, students from low-income families, students with bilingual education needs, students enrolled in vocational education programs, and handicapped students.

7.7 Why should parents understand the structure of public schools?

Informed parents are able to help their children make appropriate decisions about their educational needs. Parents should understand the structure of the California public education system to enhance educational opportunities for their children and themselves.

Publications Available from the Department of Education

This publication is one of over 650 that are available from the California State Department of Education. Some of the more recent publications or those most widely used are the following:

ISBN	Title (Date of publication)	Price
0-8011-0271-5	Academic Honesty (1986)	$2.50
0-8011-0722-9	Accounting Procedures for Student Organizations (1988)	3.75
0-8011-0272-3	Administration of Maintenance and Operations in California School Districts (1986)	6.75
0-8011-0216-2	Bilingual-Crosscultural Teacher Aides: A Resource Guide (1984)	3.50
0-8011-0238-3	Boating the Right Way (1985)	4.00
0-8011-0275-8	California Dropouts: A Status Report (1986)	2.50
0-8011-0783-0	California Private School Directory, 1988-89 (1988)	14.00
0-8011-0748-2	California School Accounting Manual (1988)	8.00
0-8011-0715-6	California Women: Activities Guide, K—12 (1988)	3.50
0-8011-0488-2	Caught in the Middle: Educational Reform for Young Adolescents in California Public Schools (1987)	5.00
0-8011-0760-1	Celebrating the National Reading Initiative (1988)	6.75
0-8011-0241-3	Computer Applications Planning (1985)	5.00
0-8011-0749-0	Educational Software Preview Guide, 1988-89 (1988)	2.00
0-8011-0489-0	Effective Practices in Achieving Compensatory Education-Funded Schools II (1987)	5.00
0-8011-0041-0	English-Language Arts Framework for California Public Schools (1987)	3.00
0-8011-0731-8	English-Language Arts Model Curriculum Guide, K—8 (1988)	3.00
0-8011-0710-5	Family Life/Sex Education Guidelines (1987)	4.00
0-8011-0289-8	Handbook for Physical Education (1986)	4.50
0-8011-0249-9	Handbook for Planning an Effective Foreign Language Program (1985)	3.50
0-8011-0320-7	Handbook for Planning an Effective Literature Program (1987)	3.00
0-8011-0179-4	Handbook for Planning an Effective Mathematics Program (1982)	2.00
0-8011-0290-1	Handbook for Planning an Effective Writing Program (1986)	2.50
0-8011-0224-3	Handbook for Teaching Cantonese-Speaking Students (1984)	4.50
0-8011-0680-X	Handbook for Teaching Japanese-Speaking Students (1987)	4.50
0-8011-0291-X	Handbook for Teaching Pilipino-Speaking Students (1986)	4.50
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